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Book Reviews-Monographic Musings

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Book Reviews — Monographic Musings



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Editor's note: An asterisk () denotes a title selected for *Resources for College Libraries*.

Column Editor's Note: *It's that time of year again when librarians, publishers, and vendors converge and make a pilgrimage to Charleston. This is no doubt my favorite library conference for which I had the pleasure of attending five times in the last seven years. I'll be skipping this year for the second straight year though due to conflicting travel schedules yet again. I sure have missed all the fabulous food, restaurant hopping, and meeting friends who I always look forward to getting together in this charming city. I'm sure you all will have a fabulous time learning from the hundreds of concurrent sessions and keynote speakers lined up this year.*

Enjoy reading the books reviews we have for you in this issue. If you want to be a book reviewer as well, please just contact me at <gongr1@lcc.edu>. Until next time and happy reading! – RG

Radford, Marie L. and **Gary P. Radford.** *Library Conversations: Reclaiming Interpersonal Communication Theory for Understanding Professional Encounters.* Chicago, IL: ALA, 2017. 9780838914847. xiv + 184 pages. \$75

Reviewed by **Corey Seeman** (Director, Kresge Library Services, Ross School of Business, University of Michigan, Ann Arbor) <cseeman@umich.edu>

In February this year, I had the opportunity to visit the Metropolitan Museum of Art in New York City. I searched their collection online prior to my visit and discovered that in Gallery 537, there was a decorative squirrel that I really wanted to see. When I arrived, I was disappointed to see that Gallery 537, and some close-by galleries of European Decorative Arts, were roped off that day. So I approached a security guard at the museum. This is very close to the exchange (as best as I can remember it):

Me: "Excuse me."

Security Guard (SG): "What." (*spoken as if crestfallen that I was not presenting him with an award, but a question*)

Me: After a modest pause, "I am hoping to view an artifact in Gallery 537, and —"

SG: *Cutting me off* "That doesn't help me at all."

Me: "Uhm...it's Gallery 537 — European Decorative Arts. And it is around the corner. It is closed off now. Do you know if it will be open later?"

SG: "I have no idea. But there is plenty of other art to look at."

And with that answer, I sheepishly moved on. I have no idea if the guard was like that every day, or maybe something really bad happened to him and he was in a terrible mood. The exchange has stuck with me for sure. What he said was factually true, but not very useful. The reason I am starting this review of a book on library communication with this story is because these types of exchanges can unravel all the good work that a library does day in, day out. Even with the best of intentions, the interaction that takes place between co-workers and with the end-users is where the function and reputation of a library are built, and lost. As libraries move into greater service roles, the value of good communication is critical for our overall success.

Marie L. Radford (professor at **Rutgers University's** School of Communication and Information) and her husband, **Gary P. Radford** (professor at **Fairleigh Dickinson University** in the Department of Communication Studies) have written a fantastic book that gets to the core of the communication issues we have in libraries. The **Radfords** have created a very accessible and useful work that explores both interpersonal communication within the library and external communication with our patrons. They balance between communication theory and library practice in this well-documented work.

The book is structured in two parts. The first part explores interpersonal communication (focusing on the way that library staff interact with each other).

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This has some elements of managerial communication, but much of it stems from communication between peers. The second part explores communication between the library staff and our patrons, with a focus on reference transactions. The authors do a great job of working with chat reference exchanges that can be explored to reveal both problems and successes. With both of these sections, the authors showcase the key writings and thinkers of communication theory including **John Locke** and **Erving Goffman** (among others).

The interpersonal communications skills showcased in the first part provide a great understanding of good communication principles that can be used in all our interactions. Chapter three "Relational View of Interpersonal Communications" does a great job of stressing the need for mutual understanding — a key for any success in how we communicate. They even draw examples from **Raymond Chandler's** Philip Marlowe (the great detective) through the 1949 novel, *The Little Sister*. While we in libraries do not often emulate **Marlowe** in our interactions, the exploration provides an interesting way to dissect our conversations.

The second part focuses on reference interactions and in here, the authors do a great job in discussing what constitutes successful interactions with our users in both face-to-face and virtual conversations. The authors provide good examples of interactions that take place at both circulation (or access services) and reference services. They provide a number of chat interactions and analyze what went well and what went poorly. Of particular use is an exchange that took place where clearly both sides were frustrated. The student did not articulate what he or she was looking for and the librarian did not engage in a way to make a meaningful connection. While many of us have been on those types of transactions, they typically end with the student thinking the service is useless and the librarian wishing the student knew what he or she wanted. The line by line analysis provides the reader with both the traps and where the conversation could have been saved.

I found this to be an outstanding book, especially for library administrators and those who manage any public service operations in a library. In my resource-sharing based rating system, this is a book that I would definitely want on my personal or library bookshelf. It's a great read and will help many people better understand the keys to good communications between library staff and with our public.

Oliver, Gillian and **Harvey, Ross**. *Digital Curation*. 2nd ed. Chicago, IL: Neal-Schuman, 2016. 9780838913857. 240 pages. \$88

Reviewed by **Ashley Fast Bailey** (Director, Collection Development and Workflow Solutions, Midwestern and Southeastern U.S., GOBI Library Solutions) <abailey@ybp.com>

Gillian Oliver, Associate Professor at the School of Information Management at **Victoria University of Wellington**, and **Ross Harvey**, Editor of the *Australian Library Journal* and Adjunct Professor in Information Management in the School of Business IT and Logistics at **RMIT University**, have completely revised the first edition of *Digital Curation*. In the second edition of this guidebook there are new tools, completed project results, and the coverage of new initiatives that have arisen in digital curation. The work remains consistent with the first edition, but with the updates and revisions there is a lot of new and unique content. **Oliver** and **Harvey** divide the work into three main sections: the scope and initiatives of digital curation, key requirements for digital curation, and the digital curation lifecycle in action.

In the first part of *Digital Curation*, **Oliver** and **Ross** provide a broad context of digital curation. This section is divided into four chapters and outlines why there is a need for digital curation, what it is, initiatives, and the current and changing landscape of digital curation. In addition to laying this groundwork on the topic, three conceptual models are introduced. The **Digital Curation Centre (DCC)** Curation Lifecycle Model is the main focus and theme throughout the work. The last portion of these first four chapters defines data.

The second part of *Digital Curation* covers key requirements for digital curation. This section is also divided into four chapters covering the Full Lifecycle Actions: curate and preserve, description and representation information, preservation planning, and community watch and participation. These chapters go over the key points of each of the Full Lifecycle actions in detail. Topics in this section include the need for descriptive information and preservation metadata, policies related to this, planning for preservation and policies, and keeping all things up to date. Tools and tips are given throughout this section that make the information outlined in these chapters very practical.

The third part of this work follows the **DCC** Curation Lifecycle Model's Sequential Actions. Each chapter in this section focuses on one of the Sequential Actions. Starting with the first action of conceptualization, moving along to the second action of create or receive, then wrapping up with the final five actions of appraise and select, ingest, preservation, store, and access, use and reuse. In this final part of *Digital Curation*, **Oliver** and **Ross** discuss the importance of each of these seven activities associated with the sequential and occasional actions of the **DCC** Curation Lifecycle Model. Each chapter contains key points and reviews to go along with the description and discussion of the actions.

Digital Curation provides examples and practical applications throughout each section to illustrate and further explain all the key concepts in this work. **Oliver** and **Ross** write in a very clear and easy to follow manner. Even one with little knowledge of digital curation can pick up this work and probably gain a good understanding of topics and issues associated with the topic. Furthermore, this work includes best practices and resources to draw on and provides a very practical guidebook to digital curation in today's library landscape.

Burkhardt, Joanna M. *Teaching Information Literacy Reframed: 50+ Framework-based Exercises for Creating Information-Literate Learners*. Chicago: Neal-Schuman, 2016. 9780838913970. 182 pages. \$58

Reviewed by **Leslie D. Burke** (Collection Development & Digital Integration Librarian, Kalamazoo College Library)
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In the last couple of years, I have seen plenty of listserv traffic about the *ACRL Framework for Information Literacy* replacing the *Information Literacy Competency Standards for Higher Education* that librarians had come to rely on and use to guide their instruction sessions. Many expressed frustration that the new Framework "kicked the slats" out from current teaching programs and made it harder for institutional partners to grasp the revised concepts and support library teachers.

Librarians who feel a bit lost about how to create instruction sessions supporting the **ACRL** Framework should find **Ms. Burkhardt's** work very helpful. Her introduction states, "The *Framework* offers a description of the expert in information literacy but does not provide a roadmap to show how that person became an expert," (p.xiii). The author intends for this work to help librarians make the concepts and thresholds of the *Framework* more practical for librarians and provide some suggestions on how to get the learners to the point of achievement.

The first chapter, "Decoding the *Framework for Information Literacy*," provides a clear synopsis of the history of **ACRL's** move away from the competency standards and toward a more theoretical approach and descriptions of what an information literate person would know and do in their search for answers. **Burkhardt** presents the six threshold concepts that information literate individuals attain when they are literate, but as she says, they do not provide instructors with the methods to get students to those goals.

Chapters two through seven address each of the six threshold concepts: Scholarship as Conversation, Research as Inquiry, Authority, Information Creation as a Process, Searching as Strategic Exploration, and Information Has Value. Following each of the chapters, **Burkhardt** has included up to ten different exercises which provide relevant learning experiences to help instructors find practical ways to teach some of the

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skills that lead to the accomplishment of that concept. The exercises are typically short and easily implemented, and a teacher may choose the particular lesson goal they wish to impart.

In the chapter "Creating Exercises, Rubrics, Learning Outcomes, and Learning Assessments," it begins by discussing theories of learning and memory and various tools that can help an instructor ensure that the lessons employed are more likely to move from short-term to long-term memory and become part of their students' behavior patterns.

This book concludes with three appendices: the actual *ACRL Framework for Information Literacy for Higher Education*, a Background of the Framework Development, and Sources for Further Reading. A detailed bibliography and index follow the appendices.

I found **Joanna Burkhardt's** work to be very practical and well-organized, and it helped me understand the *ACRL Framework* in a much better light. I now feel like I can help students achieve those literacy goals. One of the best features is the quick list of Exercises on page ix, with the number and title of the activity and the page number. When you need to address a learning need or goal quickly and find a proper exercise to talk about even in a class session, this list will be quite helpful. I plan to keep this volume handy.

Rossman, III, Edmund A. *40+ New Revenue Sources for Libraries and Nonprofits*. Chicago, IL: ALA Editions, 2016. 9780838914380. 231 pages. \$65

Reviewed by **Christine Fischer** (Head of Technical Services, University Libraries, University of North Carolina at Greensboro) <cmfische@uncg.edu>

Seeking external funding may be a new experience for many librarians. Where do you start? What are the options? Who do you approach? This book offers the background and methods of fundraising needed by librarians and staff at nonprofits who lack professional training in seeking revenue beyond the organization's established budget. **Rossman** writes from experience; he has gained expertise as an adult services librarian at the **Shaker Heights (OH) Public Library** as well as by coordinating sponsorship campaigns in broadcasting. The depth and range of strategies he presents attest to his familiarity with approaches to raising money for libraries and nonprofit organizations.

The book is divided into two sections with the first being nine foundational chapters that provide background information covering topics that include understanding the context of library fundraising today and lessons that can be learned from the public broadcasting model. To clarify concepts, **Rossman** provides definitions of advertising and fundraising terminology, and he details how to establish policies and work within existing policies of the institution or local government. The text is interspersed with highlighted tips and exercises that provide suggestions on how to gather data that can help an organization conduct environmental scans of media use in the community or determine potential product categories for advertising locations based upon LC classifications. The author describes contracts and legal issues, and recommends an order for procedures that provides guidance in confidently taking action. Case studies on such topics as crowdfunding provide real world examples of library activities. The frank, practical suggestions offer a structure that will help librarians and other professionals establish a plan for their libraries or nonprofits.

The second part of the book is composed of forty-two methods of generating revenue in order alphabetically from Advertising in Newsletters to Vendor Shows. Naming rights are a typical means of acquiring funding, and **Rossman** provides details on a variety of options such as buildings, areas within the collection, furniture and rooms. While those may be familiar opportunities, the specifics he offers ensure that the agreement on terms serves both the sponsor and the organization. Meeting the needs of the user community is a strong motivation for seeking funding. Charging stations for electronic devices and passport services conveniently available on site, for instance, generate income

while serving users. Readers of this title can evaluate options for incorporating creative and unexpected ideas such as cell tower leasing and medical services partnerships. Creating new revenue streams by setting up agreements with individuals, businesses, and foundations gives the library greater flexibility in the services and resources that they offer.

For each method **Rossman** includes ideas on determining value, how the organization's board will need to be involved, steps in the process, and real-world examples of how libraries have implemented and benefited by establishing the selected method. The methods are compiled into a "Money Matrix" (p.221) table in an appendix which provides an overview of all the techniques described along with a range of expected annual revenue for each.

Taking advantage of even a single opportunity among the more than forty suggested fundraising methods could yield positive financial results. Academic, public, and school libraries along with other nonprofits will find this guide a rich compilation of methods to generate revenue. With all the techniques and strategies that **Rossman** describes, librarians will have the confidence to seek out funding.

Purcell, Aaron. *Digital Library Programs for Libraries and Archives: Developing Managing, and Sustaining Unique Digital Collections*. Chicago, IL: ALA Neal-Shuman, 2016. 9780838914502. 256 pages. \$85

Reviewed by **Emma Olmstead-Rumsey** (Librarian, Dallas West Branch of the Dallas Public Library) <erumstead@gmail.com>

Digital Library Programs for Libraries and Archives: Developing Managing, and Sustaining Unique Digital Collections by **Aaron D. Purcell** is likely to be used in graduate courses in library and information science for years to come. **Purcell** is Director of Special Collections at **Virginia Tech University** and has worked in digital collections since 2000. He regularly teaches courses on the topic, and the comprehensiveness and thorough explanations (sometimes too thorough) in this text indicate that students are part of its intended audience.

As one would expect from that description, nothing about *Digital Library Programs* is revelatory, but it is nonetheless a valuable resource. The volume is well-organized, with a detailed table of contents that makes it easy to jump to the relevant section without needing to know what index terms to use. Each chapter ends with a "Key Points" section, a roughly page-long summary of the chapter's content. Since many readers will have more background knowledge than **Purcell** assumes or be at a later stage in their digitization projects when they first consult the text, these will be helpful in allowing a reader to determine where in the book she should start. The exercises in the last section are designed to help her apply the lessons from the book to her own project. They are more extensive than similar tools in comparable texts and in many cases provide completed examples which clarify their purpose.

Although sometimes *Digital Library Programs* can feel repetitive or too basic to a professional, the other side of the coin is that the book is completely useable by a librarian who has little or no archival or special collections experience. Although **Purcell** wisely emphasizes the importance of making arrangements for at least some expert help, he acknowledges the reality that especially in smaller libraries, the person chosen to lead a digitization project often has a less-than-comprehensive background and skills in both archival work and the technical skills required for successful digitization projects. The text is detailed enough not only to turn the reader into a competent contributor to a project, but also to help him advocate for it to external stakeholders, such as university administration or colleagues in a consortium.

One of the major emphases of this book is transitioning from a project to what **Purcell** terms a digital library "program" as opposed to a "project": a permanent commitment and plan for growing and maintaining digital collections. This emphasis is critical since most digital collections start as one-time initiatives, often paid for with a grant or some other form of funding that will not be available to continue to support the collection years down the road. Unfortunately, **Purcell's** solutions here are not as practical and easy to apply as the remedies he suggests elsewhere. He advocates either working with a consortium to

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share the costs of a digital library program over many institutions, or for the reader's own library simply to prioritize ongoing support for digital collections, both of which would be great solutions if only the reader could implement them simply by snapping her fingers.

Dority, G. Kim. *Rethinking Information Work: A Career Guide for Librarians and Other Information Professionals.* 2nd ed. Santa Barbara, CA: Libraries Unlimited, 2016. 9781591581802. 236 pages. \$55

Reviewed by **Steve Sowards** (Associate Director for Collections, Michigan State University Libraries) <sowards@msu.edu>

At least 20 books on job-seeking and career-management for librarians have been published since the Great Recession. Those works cover:

- Advice for new or prospective professionals, in *What They Don't Teach You in Library School* by **Elisabeth Doucett** (ALA, 2010).
- The application and hiring process, in *A Librarian's Guide to an Uncertain Job Market* by **Jeannette Woodward** (ALA, 2011); *How to Stay Afloat in the Academic Library Job Pool* by **Teresa Y. Neely** (ALA, 2011); and *What Do Employers Want? A Guide for Library Science Students* by **Priscilla K. Shontz** and **Richard A. Murray** (Libraries Unlimited, 2012).
- Summaries of traditional and less traditional paths, in *Career Opportunities in Library and Information Science* by **Allan Taylor** and **James Robert Parish** (Infobase, 2009); and *Information Services Today: An Introduction* by **Sandra Hirsh** (Rowman & Littlefield, 2015).
- Career reflections by established librarians, in *Working in the Virtual Stacks: The New Library & Information Science* by **Laura Townsend Kane** (ALA, 2011); and *Making the Most of Your Library Career* by **Lois Stickell** and **Bridgette Sanders** (ALA, 2014).
- Reflections on change and opportunities in the field, in *The Agile Librarian's Guide to Thriving in Any Institution* by **Michelynn McKnight** (Libraries Unlimited, 2010); and *Libraries in the Information Age: An Introduction and Career Exploration* by **Denise K. Fourie** and **David R. Dowell** (Libraries Unlimited, 2009).

Dority, a long-time instructor for the **University of Denver** MLIS program, touches on all these issues. The book is based on her class about careers. This updated edition, available in print or as an eBook, takes into account recent trends and issues. **Dority** speaks to prospective and current MLIS students, recent graduates of MLIS programs, mid-career professionals planning their next step, free-lancers and others attracted to non-traditional careers, and late-career librarians thinking about "encore" careers before and during retirement.

Dority surveys the landscape of information industry employment — with an emphasis on work in libraries, rather than corporate or publishing settings — and today's array of diverse career paths. Readers can tap exercises in self-awareness; action plans and worksheets; tips for being marketable; and comments about "resilient" careers that are immune to radical change.

An important feature is **Dority's** selection of resources at the end of each chapter and in three appendices. Amounting to 100 pages, these resource lists make up more than a third of the book, and identify relevant and practical websites, blog posts, books, articles, periodicals, and databases such as job sharing sites. This is an attractive book for browsing: thanks to the layout, the index and the detailed table of contents, readers can quickly find content that matches their current interests. Specific chapters deal with:

- personal competencies to achieve ongoing career success;
- awareness of personal preferences, strengths and aptitudes;
- "traditional" careers in public, school, or academic libraries, and in public services, technical services, administrative, or data management roles;
- characteristics of "non-traditional" jobs, including comments about start-ups;
- techniques to build "independent" careers in research or consulting;
- best practices for social media, resumes, portfolios, job histories, and interview skills;
- lifelong learning as a response to change in the workplace;
- ongoing professional career assets such as networking, reputation and branding;
- career maps, goal-setting, and strategic thinking as tools; and
- sources of resilience in careers, including self-advocacy and confidence-building.

Whether deciding upon a new library career, managing applicant pools in a search process, contemplating a jump to new responsibilities, or planning ahead for decisions prior to retirement, librarians are likely to find useful concepts, tips and resources in **Dority's** book. 🐾

Notes from Mosier — Thoughts on the Past, the Present, and the Future...

Column Editor: **Scott Alan Smith** (Librarian at Large, Mosier, Oregon) <scott.alan.smith@comcast.net>

Publishing, bookselling, and librarianship are related fields and professions that have all undergone fundamental changes over the years. During the latter half of the twentieth century, significant growth of federal support of higher education, the advent and ongoing evolution of library automation, and, moving into more current years, the revolutionary emergence of Internet/Web based resources have re-shaped and re-defined much of the core of the library world. The needs and demands of this world have changed in many ways, and the range and nature of job opportunities reflect corresponding and dramatic change.

My career during this recent history has been somewhat unusual — I started as a bookseller, and worked for nearly thirty years in an academic library market that has undergone enormous change in the last several years. For many of the (then) traditional library vendors this has meant extinction. I saw this change coming, and responded by going back and earning my MLIS, and then, after years of dealing with large academic institutions, serving as director of a small public library.

Change continues, as always, and represents both the advent of new products and services, and the erosion and at times com-

plete loss of basic, valuable resources. Douglas County, Oregon is but one example of a library system that has been completely closed down due to today's budget issues — and the perception (valid or not) that alternative, less expensive options satisfy needs to community satisfaction.

I have been thinking about this quite a bit lately, fueled in part by ongoing change and in part by musings over the passing of an ever-growing number of former colleagues and

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